

Grades 6-8 Fine Arts Curriculum

RATIONALE

Performing, creating, and responding to fine arts are basic processes for all people. Fine arts connect diverse groups of people to creative expressions. The fine arts are the foundation for life-long leisure skills that provide creative ideas and thoughts to be expressed through a variety of media. It provides relaxation and/or entertainment for people. Fine arts include such media as music, dance, drama, and arts and crafts.

DESCRIPTION/PURPOSE

In essence, the fine arts curriculum is a foundation for assuming a holistic approach to teach students a variety of curricular areas that heighten sensory, communication and leisure areas. It serves as a foundation for literacy through symbolic representation of thoughts and ideas. Fine arts curriculum requires active engagement in learning, acceptance of creativity, linkage to other curricular areas, and generalization to the community. Often the fine arts serve as a motivator to teach students. The fine arts curriculum is a broad base subject that affects people of all ages in the past, present, and future posing a major force in the mores and culture of the time. These priorities focus on the attainment of graduate goals and the Show-Me Standards identified throughout the fine arts curriculum.

Through the fine arts curriculum, students with severe disabilities are able to build on long-range outcomes of the following:

1. Participate in communicative interactions that focus on preferences, choices, etc. of the fine arts
2. Indicate choices of media for leisure skills
3. Express the feelings the fine arts instill in them
4. Follow a routine to complete a fine arts item
5. Serve as a means for participation in cause-and-effect activities
6. Serve as a means for relaxation and/or sensory integration
7. Participate in a variety of recreational activities
8. Participate in fine arts community activities

Content Description by Grade Level Span

Grade levels are divided into four segments; kindergarten-second grade; third-fifth grade; sixth-eighth grades; and, ninth-twelfth grades. Grade twelve can last up to four years. The curriculum is cumulative in that skills learned during the elementary years are expanded during the middle school grades and so forth. The goals and benchmarks for the student must be selected from the student's curricular grade span. We recognize that each student will accomplish the graduate goals by different means (goals mastered).

Fine Arts Grades 6-8			
Graduate Goal 2	Graduates will make choices.	Show-Me Standard FA-1	
Graduate Goal 4	Graduates will solve problems or complete tasks.	Process and Techniques for the production, exhibition, or performance of one or more of the visual or performed arts.	
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.	Alternate Framework Standard AltFA-1	
		Participating in one or more art forms.	
GLE:	Not Available	Alternate Process Standard: (What All Students Should Do)	
STRAND:	Not Available	Goal 1 Alt-5, Goal 4 Alt-1	
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code Authentic Learning Activities
Display balance/equilibrium responses in a variety of positions.		7600117	Physical education activities to pick up items and race; cleaning room; hide and seek to find where a game is hidden, and then play the game.
Play cooperatively in a small group.		7600003	
Select the type of art material needed for an art activity.		7810038	
Use rubber stamps on various materials.		7810039	
Glue project together.		7600122	
Color simple pictures.		6046012	
Paint a picture with number-coded areas.		6811012	
Make a modeling clay form.		6818000	
Model clay into pottery by coil method.		6818011	
Take a photograph.		7810078	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

Fine Arts				Grades 6-8	
<u>Graduate Goal 2</u>	Graduates will make choices.		<u>Show-Me Standard FA-2</u> The principles and elements of different art forms. <u>Alternate Framework Standard AltFA-2</u> Demonstrating that different art forms require different materials and techniques. <u>Alternate Process Standard:</u> (What All Students Should Do) Goal 2 Alt-4, Goal 2 Alt-5		
<u>Graduate Goal 9</u>	Graduates will participate in individual, group, and family recreational/leisure activities.				
<u>GLE:</u>	Not Available				
<u>STRAND:</u>	Not Available				
Authentic Life Skills (What All Students Should Know)			IEP Code	API Code	Authentic Learning Activities
Reach for and/or grasp objects.			5023000		
Partially participate in a variety of tactile activities.			7600097		
Use one hand as an assist.			7600087		
Hold an object.			7810043		
Squeeze water from a sponge.			7600025		Use sponge to water plants, clean tables, and/or sponge painting.
Operate an electronic game/computer.			6799000		
Select videos.			7600190		
Move playing piece exact number of positions indicated on dice.			6768007		
Play game according to rules.			6750005		
Play game of cards.			7600070		
Deal cards.			7810087		
Operate a battery card shuffling machine.			7810088		
Choose an art form and select necessary materials.			7810041		
Roll pliable items with hand(s).			7810044		
Model clay using other materials such as toothpicks, straws, or pipe cleaners.			6818012		
Perform a social dance with one other partner.			6881000		
Perform a group dance to a complete song.			6887008		
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.					

Fine Arts		Grades 6-8	
<u>Graduate Goal 1</u> Graduates will communicate. <u>GLE:</u> Not Available <u>STRAND:</u> Not Available	<u>Show-Me Standard FA-3</u> The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts. <u>Alternate Framework Standard AltFA-3</u> Attending to and/or responding to a variety of art forms. <u>Alternate Process Standard:</u> (What All Students Should Do) Goal 2 Alt-4, Goal 2 Alt-5		
Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Show responses to auditory stimulation.	5011008		Play music (one the student likes) and stop music, start music again when student make a movement, then repeat; looks at the musical instrument that is being played; play music relatively loud, then soft to evoke a response.
Indicate likes and dislikes of art forms.	7810045		Response either with facial expression or physical gestures to avoid textures or tactile substances; choose art medium to work with for an art project; have the student view pictures and tell if the people are happy, sad, etc.
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

ATTENDING TO ART FORMS

Fine Arts				Grades 6-8	
<u>Graduate Goal 2</u>	Graduates will make choices.	<u>Show-Me Standard FA-4</u> Inter-relationships of visual and performing arts and the relationships of the arts to other disciplines. <u>Alternate Framework Standard AltFA-4</u> Including a variety of art forms in one’s daily life. <u>Alternate Process Standard:</u> (What All Students Should Do) Goal 1 Alt-5, Goal 4 Alt-1			
<u>Graduate Goal 9</u>	Graduates will participate in individual, group, and family recreational/leisure activities.				
<u>GLE:</u>	Not Available				
<u>STRAND:</u>	Not Available				
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code	Authentic Learning Activities	
Operate a television.		7810047			
Operate CD player.		6700000			
Operate radio.		6676000			
Adjust controls as needed.		6682005			
Adjust volume level.		6682003			
Wear headphones resting over both ears to listen to music.		7600197			
Select channel.		6682006			
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.					

OPERATIONAL ART FORMS

